**Invasive, Endangered or Extinct Species Project**

**Information to start each of these projects can be found at one of these sites:**  
<http://endangeredearth.com/>   
<http://www.invasivespeciesinfo.gov/>   
  
**Choose 1 of the following options to complete:**

1. **Create a booklet, poster, glog or powerpoint on an invasive species in Minnesota**. Include the following:
   * Picture of organism at different life stages
   * Common and scientific names
   * Diagram of organism’s life cycle (think reproduction)
   * Collage of organism’s food web (what does it eat, what eats it)
   * Map showing native and current ranges
   * Description of how the organism has spread, specifically: how was it introduced to the new ecosystem, rate of the organism’s spread, measures taken to prevent or reduce the spread of the organism.
   * Impact of the organism on native species
   * Projection of the organism’s future in MN if no action is taken against it
   * 3 methods/ actions for controlling the organism in MN
2. **Analyze a species recovery plan** 
   * Find out what threatened or endangered species live in Minnesota and select one of these species.
   * Locate a copy of the recovery plan for the species. Summarize the plan.
   * Find out what agency in Minnesota is engaged in the species recovery plan.
   * Identify the programs the agency has initiated to help the species recover and what the status of these programs is.
   * Make a list of ways citizens can support recovery efforts for this species.
   * Present a description of the endangered species and your recovery support list to the class
3. **Choose an endangered or extinct species and create/draw a series of diagrams** showing species relationships in the ecosystem and what happens when one species is removed.
   * Draw a diagram showing what the animal eats, what other animals compete for the same food, and what animals eat the animal, its young, or its eggs. Also, include in your diagram where the animal nests (in a certain kind of tree, for example), what other animals compete with it for nest sites, and what pollinators (e.g., bees, bats) are needed to pollinate its food plants, and other relationships that are important.
   * Remove one of the species in the diagram and analyze what is likely to happen to the entire web of relationships. Draw a new diagram representing the new relationships and write a 3 paragraph paper summarizing and comparing the two diagrams.
4. **Write a mini-biography of an inspiring individual (lving or dead ) who has made an important contribution to species conservation.** Research and summarize:
   * What motivated the person to dedicate his/her life to conservation
   * what his/her training was
   * who was influential in his/her life
   * how she/he came to do the work she/he did
   * what difficulties she/he encountered
   * what she/he accomplished
   * how she/he did it
   * what she/he are doing now (if they are still living)
   * Think of other things you would like to know about the person and try to find answers. Think about whether you would like to do something like they did, and what it would take.
   * Write a short biography of this person and present it orally and visually to your class in a way that will help the class understand how important one individual can be to species conservation.
5. **Choose an extinct species and plan / present a funeral for it**.
   * Write an obituary for the organism.
   * Create a memorial collage for the species – be sure to include images of the organism from all stages of its lifecycle, its habitat, its primary nutrient sources, how the organism was represented in art or culture, etc.
   * Deliver a 3-5 minute eulogy about the organism
   * Write a poem, musical composition or choreograph a dance about the species and its extinction. Perform your creative work at “the funeral” for the class.

**You will be graded on**

* + **Accuracy of information**
  + **Completeness of information**
  + **Craftsmanship of your project**
  + **Level of understanding of materials**
  + **Use of class time**

**An option specific rubric will also be used to grade each option**